





ANNUAL REPORT

OF THE

SELECTMEN

AND THE

SUPERINTENDING SCHOOL COMMITTEE

OF THE

TOWN OF MERRIMACK,

FOR THE

YEAR 1863-4.

---

MANCHESTER, N. H.:

HENRY A. GAGE, BOOK AND JOB PRINTER, MANCHESTER, N.  
1864.



ANNUAL REPORT

1887

THE BOARD OF

EDUCATION

OF THE DISTRICT OF COLUMBIA

FOR THE YEAR

ENDING JUNE 30, 1887

1887

1887

## REPORT OF THE SELECTMEN.

---

*To the Citizens of the town of Merrimack:*

The amount of assessments for the year 1863-4. is as follows :

State tax,.....	\$1101 60
County tax,.....	636 58
For support of schools,.....	816 00
To defray Town charges,.....	1,000 00
School house tax in district No. 11,.....	55 00
Add bearing money,.....	178 00
Received literary fund money,.....	84 78
Received rail road tax,.....	620 31
Received tax on dogs,.....	48 00
	\$4,540 27

### EXPENDITURES.

State tax, .....	\$1,101 60
County tax,.....	636 58
School house tax, district No. 11,.....	55 00
	1793 18

### SCHOOLS.

District No. 1,.....	\$84 12
“ “ 2,.....	72 84
“ “ 3,.....	186 94
“ “ 4,.....	110 15
“ “ 5,.....	65 65
“ “ 6,.....	68 53
“ “ 7,.....	83 57
“ “ 8,.....	70 11
“ “ 9,.....	84 09
“ “ 10,.....	38 04
“ “ 11,.....	73 86
“ “ 12,.....	46 82
	\$984 72

### ROADS AND BRIDGES.

Paid Jesse Gilman, for labor and lumber, 1862,....	\$7 42
A. A. Woodward, on highway.....	14 74
Eri Kittredge, jr., labor on bridge,....	3 00
Wm. McAfee, “ “ “ .....	3 25
John Wheeler, stone and labor on bridge,.....	6 00

Wm. A. Flint, splitting stone for bridge,.....	4 50	
N. A. Parker, breaking roads, 1862,.....	2 50	
John Woods, labor on highway,.....	15 75	
Pierce & McQueston, shingles and boards for turkey-hill bridge,.....	61 75	
Barr & Co., nails,....	6 05	
Mr. Ball, shingling,.....	27 75	
J. L. Foster, drawing shingles and boards,....	2 00	
Samuel N. Wright, plank for bridge,....	2 74	
J. L. Spalding, breaking and repairing roads,.	2 50	
F. Herriek, putting up railing below his house,	3 50	
Aaron Hood, labor and lumber for bridge,....	2 75	
Asa McMellen, do. do. do.,.....	1 00	
Ward Parker, repairing road,.....	2 00	
		<hr/> \$169 20

## INCIDENTAL EXPENSES.

Paid H. T. Nichols, Manchester, damages done to carriage and horse, July 6, near A. Mears', (case referred to three men,).....	\$108 67	
J. Spalding, revenue stamps,.....	4 10	
B. M. Hill, abatement taxes,.....	4 00	
Asa McMellen, over assessment, 1862,.....	1 92	
Geo. F. Spalding, B. D. Marvel's poll tax, ...	1 20	
A. Lovejoy, over assessment,.....	1 84	
Gage, Moore & Co., report 1862-3,.....	24 00	
Interest money and stamps,.....	12 53	
John Wheeler, postage, stationery, &c.,.....	5 00	
B. M. Hill, abatement taxes,.....	6 37	
Perley Raymond, over assessment,.....	1 84	
A. W. Sawyer, in action, Francis vs. Merri- mack, brought by Parker & Johnson, when the same case had been settled by the city of Nashua, some months before,.....	6 00	
Collector, 5 per cent. discount on taxes,.....	121 61	
James Pierce, tax on land he does not own,....	1 22	
Ward Parker, services as committee, ..	2 25	
		<hr/> \$302 53

## TOWN OFFICERS.

Paid Benjamin Ela, Superintending School Com.	\$40 00	
John Wheeler, Selectman and Overseer of poor,	56 00	
Franklin Herrick, "	34 75	
Sumner Morgan, "	17 00	
Edward P. Parker, Town Clerk,.....	15 00	
David Jones, Town Treasurer,.....	8 00	
Samuel B. Moor, Collector,.....	50 00	
		<hr/> \$220 75



## POOR OFF THE FARM.

Paid R. P. Leonard, for brother,.....	\$26 00
Daniel Larabee, for son,.....	27 00
Geo. W. Sargent family, Manchester,.....	38 75
	<hr/> \$91 75

## RECAPITULATION.

Paid State tax,.....	\$1101 60
County tax,.....	636 58
For support of Schools,.....	984 72
School house tax, No. 11,.....	55 00
Incidental expenses,.....	302 53
Roads and bridges,.....	169 20
Town Officers,.....	220 75
Poor off the farm,.....	91 75
Cash against Town Farm,.....	267 90
	<hr/> \$3,530 03
Assessments and receipts the past year, .....	\$4,540 27
Total expenses brought down .....	3530 03
Amount in favor of the town on financial business of the year, .....	<hr/> \$1,010 24
Judgement rendered on J. F. Moar's note in favor of the town, the same as last year,...	\$78 14
Amount remaining in the Treasurer's hands, March 1, 1864,.....	507 07
Balance in favor of the Town,.....	<hr/> \$1,595 43

## Demands against the Town, March 1, 1864 :

Eliza Wilson, principal and interest,.....	\$698 93
Chas. F. Wright, " " .....	733 00
A. C. Darrah, " " .....	280 38
E. P. Parkhurst, " " .....	530 00
Samuel Barron, " " .....	263 76
	<hr/> \$2,506 07

## Amount of money hired Sept. 1, 1862, to pay bounty to Volunteers :

John Kennard, principal and interest,.....	\$1,735 81
Harrison Eaton, " " .....	312 50
Bufus Blood, " " .....	323 89
J. L. Foster, " " .....	615 00
Andrew Savage, " " .....	307 50
Eliza Kenney " " .....	272 00
	<hr/> \$3,566 70

Amount of interest on money hired to aid families  
of Volunteers.. .....

\$122 95
<hr/> \$122 95

Am't of money hired to pay dr'ft'd men Oct. 19, 1863 :

National Bank, Nashua, principal and interest,	\$2,145 85
John Kennard,	918 90
Robert McGaw,	306 00
J. L. Foster,	306 00
Wm. T. Parker,	300 00
	<u>\$3 976 75</u>

Amount of money hired to pay Volunteers Dec. 1, 1863 :

Robert McGaw, principal and interest,	\$609 00
Nashua Savings Bank, do. do.,	4561 00
Wm. T. Parker, do. do.,	200 00
	<u>\$9,346 75</u>

Received State bounty,	\$1,000 00
Wm. T. Parker, Town money in his hands,	106 00
Gov't bounty,	558 00
Town Treasurer,	271 77
	<u>1,935 77</u>
	<u>\$7,410 98</u>

Amount of principal and interest, March 1, 1864. \$13,606 70  
\$13,606 70

Balance in favor of the Town, as above,	\$1595 45
Due from Government,	2,442 00
	<u>\$4,037 45</u>

Total debt of the Town, March 1, 1864, \$9,569 35



## ALMS-HOUSE REPORT.

## RECEIPTS.

Fuller, 1 yoke oxen,	148 00
Follansbee, 4 calves,	20 00
" 1 calf and calf skin,	1 25
Fisher, for Potatoes,	16
Goodale, 14 lbs butter,	2 52
Powers, for old iron,	3 41
Flint, 2 pigs,	4 50
Grater, 1 pig,	2 50
Bowtell, 1 pig,	2 00
Bowtell, 28 lbs butter,	5 60
Rowley, 25 lbs butter,	4 75
Thompson Wright, 1 heifer,	25 00
" eight bush oats,	6 00
Recived of Francis Wright, labor,	7 50
Scripture, 1 pair oxen,	149 00
Recived from County,	4 00
Parker, for apples,	2 50
Burt, 27 lbs butter,	6 75
Scripture, eight head cattle,	148 00
Kenney, 1 bush rye,	1 10
Nichols, 1 bush rye,	1 25
Hill, 1 turkey,	2 00
Mitchell, 1 pair steers,	40 00
Savage, 1 steer,	22 00
Bowtell, 44 lbs butter,	11 00
Jones, 1 pair oxen,	160 00
Rowley, for poultry,	20 00
Abbott and others, berries and cherries,	19 25
Cutter, 1-2 bush rye,	87
Scripture, 1 pair oxen and cow,	190 00
Ingalls, 10 bush oats,	7 50
" for butchering,	50
Barnes, 1 1-2 bush cranberries,	3 75
French, 1 cow hide,	4 84
Laton, 1 pair oxen,	157 50
Parker, for rye,	2 75
Abbott, for berries,	6 40
Chase, hoop poles,	3 50
Follansbee, for 2 turkeys,	4 00
Due from McGaffie, for straw,	8 55
Drawing stone for bridge,	3 00
Charles F. Wright	90 63

## EXPENDITURES.

Francis Wright, 1 pair oxen,	140 00
Palmer, for mending pipe,	4 00
Shepherd, for mason work,	2 61
Horse baiting and meals,	75
Kenney, 1 bush. potatoes,	25
Ward Parker, 1-2 bush seed corn,	75
Powers, tin ware and mending,	3 41
Russell, mending harness,	50
" medicine,	20
Fuller, for vinegar,	50
Blanchard, 1 pair oxen,	140 00
Coffin and robe for Miss Wood,	5 50
Wallace, digging grave,	1 00
Wetherbee, taxes,	70
Danforth, for lead pipe,	25
" mending tin,	10
F. Wright, 3 bush potatoes,	1 50
Parker, making cider,	1 12
Perry, for use of wagon,	25
Converse, boot between cattle,	7 00
F. Patterson, for labor,	103 75
M. J. Kinson, for labor,	36 50
Bowtell, 1 pair oxen,	145 00
Bean, 1 beef cow,	42 00
Ward Parker, 4 yearlings,	58 00
Chandler, 2 yearlings,	25 50
1 Butter firkin,	38
Tobacco,	2 00
Barnes, 1 buffalo robe,	8 00
Varick, plow and zinc,	15 37
John Lovejoy for reaping,	3 00
Blood, 1 heifer,	19 00
Moulton, 1 heifer,	13 00
Hartshorn, 1 pair oxen,	135 00
Repairing clock,	1 77
Cutting coat for boy,	25
Lakeman, for Onions,	1 00
Moor, 1 pair oxen,	157 00
Expences after cattle,	5 75
Powers, tub and bucket,	1 85
Dr. Wright, medical attendance,	3 00
Fresh Fish,	1 00
John Roby, chopping,	3 00
Isaac Parker, on oxen,	10 00
Follansbee for meat,	7 50
Chas F. Wright, services as Superintendent,	200 00
Goods of Mr Abbott, as per bill,	127 90
" Stevens,	119 45
" Russell,	25 37

# *Invoice of Personal Property at the Farm, Feb. 18, 1864.*

1 pair oxen,	175 00
6 Cows,	180 00
8 two year old cattle,	160 00
2 Shoats,	25 00
5 Turkies and 20 other fowls,	14 17
	<hr/> 554 17

## HAY AND GRAIN.

20 tons hay,	340 00
Corn fodder and straw,	20 00
2 tons meadow hay,	12 00
70 bushels corn,	105 00
2 " seed corn,	4 00
17 " rye,	25 50
27 " oats,	20 25
2 " barley,	2 50
2 1-2 bush beans,	5 00
	<hr/> 534 25

## PROVISIONS.

180 lbs. beef,	14 40
500 do. pork,	62 50
300 do. ham,	37 50
90 bushel potatoes,	45 00
4 " beets and turnips,	80
Lot Squash,	2 00
6 bbls apples,	12 00
115 lbs. butter,	31 05
Onions,	50
25 lbs. tallow,	2 75
30 do. Sausages,	3 00
55 do. lard,	7 70
1 bag salt,	30
1 1-2 bbl flour,	15 00
140 lbs cheese,	19 60
2 gal. apple sauce,	50
Soap and Grease,	6 00
Saleratus and spice,	2 00
2 bush meal,	3 00
Cod fish,	42
60 fresh beef,	6 00
2 gal molasses,	1 20
Tea,	1 00
9 lbs sugar,	1 44
Cider and vinegar,	4 00
5 pair feeting,	3 75
80 lbs dried apple,	6 40
	<hr/> 289 81



*Personal Property at Alms-House, March 18, 1863.*

Stock, Shoats &c.,	- - - - -	562 90
Hay and Grain,	- - - - -	408 80
Provisions,	- - - - -	223 34
Farming Tools,	- - - - -	191 20
Household Furniture,	- - - - -	150 00
		<hr/> 1,536 24

*Personal Property at Alms-House, Feb. 18, 1864.*

Stock, Shoats &c.,	- - - - -	554 17
Hay and grain,	- - - - -	534 25
Provisions,	- - - - -	289 81
Farming tools same last year,	- - - - -	191 20
Household furniture same as last year,	- - - - -	150 00
Ten rods double stone wall,	- - - - -	20 00
		<hr/> 1739 43

Increase of property since 1863,	203 19
Amount of expenses,	1581 73
“ “ receipts,	1303 83
	<hr/>
Final balance against the farm,	257 90

The foregoing report exhibits all the transactions of the Selectmen and Superintendent of the town farm in relation to the affairs of the town, for the year ending March 1, 1864.

All of which is respectfully submitted,

JOHN WHEELER,	} Selectmen of Merrimack.
FRANKLIN HERRICK,	
SUMNER MORGAN,	

# REPORT

## OF THE

### SUPERINTENDING SCHOOL COMMITTEE.

---

Asking leave respectfully to report; it is gratifying to be able to speak of the general harmony which has pervaded the several districts in town, during the past year, happily no disturbance having arisen to agitate the mind and divert it from the quiet pursuits of knowledge.

---

#### DISTRICT No. 1. GEORGE C. INGALLS, Prudential Committee.

Lydia E. A. Flint, of Merrimack, was teacher for the Summer term. To fully estimate the services rendered, reference should be made to the condition of the school at the close of the previous year, when it was represented to be any thing but desirable. At the outset, an influence was brought to bear upon the minds of the scholars which dispelled the levity, inattention and rudeness sometimes seen here and operating to the hindrance of those disposed to improve their time. The school, delivered from these incumbrances, made good proficiency. Attention to business and clearness of method without confusion or repetition were characteristics which doubtless rendered the duties of instruction pleasant to the teacher and profitable to the scholars. Among the pleasant things, were the thorough cleaning of the house at the commencement, and its decorations of wreaths and festoons of leaves at the close of the term.

Georgianna Steele, of Amherst, the teacher of the Winter term, thoroughly maintained the good order, the application to study and the consequent progress, handed down to her from the Summer term, even with the accession of larger scholars, some of whom were recognized as not having been at all times heretofore most obedient, and although these orderly arrangements might not have been instituted by herself, yet it is plain to every one, from the prompt and decisive manner of this teacher, that order would have been brought out of confusion, had circumstances required. For a teacher to report eight out of fourteen as not having whispered once, and that no other one had whispered more than twice, is what, a year ago, in this school no one could reasonably have anticipated, although the names of those who have produced it might be ominous of such a result. The worst thing noticeable at the close of this term, was a very dirty school-room.

## DISTRICT No. 2. ISRAEL C. CROOKER, Prudential Committee.

Mrs. Hannah E. Hodgman, of Bedford, was teacher of both Summer and Winter terms. This was the teacher's first experience, which, however was very successful. The scholars were small and few in number during the Summer term, but with interest and patience, the teacher evidently devoted her whole time to the charge entrusted to her, and corresponding progress was made.

The Winter term brought in more and larger scholars and the same good progress was made in the more advanced studies. Good order was a marked feature of the school. The natural and consequent unabated expression of genuine good feeling and interest for her pupils accompanied with persevering industry, was adapted to secure at once and permanently the good will, obedience and application of scholars of all classes.

## DISTRICT No. 3. ERI KITTRIDGE, Prudential Committee.

Jennie A. Parker, of Merrimack, teacher for the three terms of the year. We miss here a few scholars who have closed their common school course, and of some of whom we may say, that they contributed much to the interest of the school exercises. The school thus reduced seemed, at the first of the year, to be left without any to fill their place or whose aim even seemed to be in that direction. But under the instruction of this teacher, so well fitted to mould and guide the mind and character, at the close of the year, the school appeared more hopeful. With much perseverance and labor, a great change appears to have been effected in the disposition and habits of the scholars, and the propriety of the school-room in every particular, strictly observed. Good progress also had been made in various studies, indicating thorough drilling. The presence, also, of a teacher of much successful experience and force of character, though unpretending, has doubtless had the effect to silence the petty strifes which had begun to arise, and to turn the attention to the real wants and objects of the school itself, which when justly viewed, bring parents to their sober senses.

## DISTRICT No. 4. JAMES WENDALL, Prudential Committee.

Sarah L. Jones, of Merrimack, teacher for the first two terms; the first of eleven weeks, commencing April 20th; the second of eight weeks, commencing Aug. 17th. The impressions from the first examination were favorable as to the order, promptness and progress of the scholars. Under this teacher, schools have been observed to be cheerful countenance, and this is a pleasing indication of a good condition for advancement, provided it does not run too easily into levity. Good schools are always soberly cheerful, application invariably inducing thoughtfulness and sobriety, and its fruits, which are attainments in knowledge, bringing home to the mind and heart satisfaction and pleasure. The same qualities were apparent in the school at the second examination as at the first, the principal criticism we were obliged



nake, being this: that "they smiled too easily." Although this feeling may be inspired by the teacher's own cheerful manner, yet with such executive power, and always business-like, and at home amongst children, she cannot be surrounded by too many to be elevated by her instructions and guided by her kindly influence. The offer of the third term was declined, and the children of the school manifested their appreciation of her past services by jointly presenting to their retiring teacher a beautiful gift, which, in a note in the Register, she acknowledges,—“appreciating it as a gem from every heart.”

Sarah E. Lawrence, of Merrimack, was teacher of the Winter term. At the commencement, though there was a prevalent good nature, yet a disposition to considerable confusion was manifest;—feet going back and forth like the hammers of a fulling-mill, and heads turning as if on swivels. Suggestions on these matters were well received, and the teacher had already commenced the work of reforming these defects, being contrary to her ideas of good order; and, it is believed, she was successful in subduing habits which are detrimental to the best progress. In this school, we have always observed great activity, which, well directed, leads to great and valuable attainments; and the general good progress manifest at the close of the term, and the improvement in the behavior of the scholars, and their respectful attention, were evidences that the guiding hand of the teacher had successfully directed the active young minds of her charge to the studies and to the other proper duties of the school-room.

#### DISTRICT No. 5. WALTER REED, Prudential Committee.

Mary A. Fields, of Merrimack, was the teacher of the Summer term. Though a desirable harmony and quietness now, as ever before, prevail through this district, yet there is no want of animation within doors. A commendable industry was apparent through this term, and the scholars were obedient, orderly and respectful. The teacher was devoted to her work, and, familiar with the studies, there was much rapidity in questioning the classes, which was met however by the ready and prompt answers of the pupils. A good feeling evidently existed between the teacher and scholar, which, with the disposition to work manifested, must have rendered the term pleasant and profitable to all. The house was neat, old as it is, and, on examination day, decorated with taste.

John Woods, of Merrimack, was the teacher of the Winter term. The same commendable traits in the scholars as to their conduct and application, were observable during this, as in the preceeding term, indicating that there is something of the settled influence of habit in their good behavior; though the absence of good teachers would soon, undoubtedly, cast over the school a different appearance. The familiarity of the classes with their studies at the close, gave evidence of thorough drilling, and the reviews were entertaining. The concise and efficient manner of this teacher indicates that a more disorderly school than this, would soon think it best to behave well under his control.

## DISTRICT No. 6. JAMES M. WILKINS, Prudential Committee.

L. Anna Wilkins, of Merrimack, was teacher of the Summer term. This school, which had become somewhat disorderly the previous season, was brought immediately into perfect stillness and excellent working order by the present teacher, the excellent school-room, too long neglected, was put into clean, neat condition at once; and, under good regulations and firm but kind discipline, a very satisfactory progress was made. Answers were very prompt in Arithmetic, both intellectual and written, and the readings of the classes were much improved, all showing a commendable industry and interest on the part of the teacher and a substantial command over her pupils.

Mrs. Lavinia Morgan, of Hillsborough, was teacher of the Winter term. On the first visit, which was nearly at the commencement of the school, it was complimented for its good behavior, and especially were the larger scholars for their exemplary conduct before the smaller children. Soon after this, however, complaint was entered of resistance to her regulations by a large boy, whose parents, as he represented to her, denied her right to punish unless she was first struck, and she asked for instructions only. She was answered,—that the school-room was in her control as much as her own parlor, and so of every person and everything that entered it, and that resort to usual punishments was not confined to self-defence. Going back and asserting her authority on these grounds, the trouble seems to have ended as speedily as it commenced. The behavior of the scholars at the close was creditable to themselves and to the teacher; the answering prompt and the advancement good; a good number of visitors favoring us with their attendance.

## DISTRICT No. 7. JOSEPH SHEDD, Prudential Committee.

Lizzie M. Drew, of the Normal Institute, Merrimack, was the teacher of the Summer term. The appearance of this school at its commencement was such as to make it very doubtful how matters would progress, the children seeming to have caught the distemper of some parents whose dissensions, terms previous, had sent forth a poisonous influence—most to be dreaded in its mischievous effects upon the youthful mind. "The teacher obliged to call to order too often;"—"too many caught idle;"—"too much looking about when the teacher is attending to classes;"—"too many eyes upon the committee instead of the books before them,"—these and other faults were noted as prominent, and they were mentioned at the time as embarrassments to the best progress. Though confident in the teacher's abilities, excellent disposition and industry, yet the prospect was not flattering. But the appearance of the school at its close, showed that a good work had been done, as appears from such notations as these,—“scholars orderly and respectful;”—"house neat and scholars neat;”—"reading improved." Where before in a study, "ignorance" was noted, now it was noted—"quite familiar;" where before "indifferent," now it was noted, "very well;" where before—"hesitating," it was now noted—

improved;"—where before—"careless"—now it was noted—"better;" where before—"very well," now it was noted—"excellent." Nothing further need be said in commendation of the labors of this term.

Andrew Jackson Fosdick, of Merrimack, was the teacher of the Winter term,—a teacher, it is understood, of much experience and success, a years past, in this and other districts in town. The scholars however, this term, failed to improve the advantages they enjoyed, and, though there were some fine recitations, yet, with very many, the time spent is but little better than a blank as to progress. But no one was more dissatisfied with the results of the term than the teacher himself, who expressed himself, at the close, to the school as "having taught here before with satisfaction, but that he never labored harder than during the past term, and that he never more signally failed." The teacher, complaining of the size and arrangements of the house, enters in the Register, the following remark :—"It will be found necessary to have a better house and room before that order and regularity can be attained which are so highly desirable,"

The house was of sufficient capacity for the school with two or three seats to spare, but the construction for three to sit in one desk is bad, though the theory is that the teacher must be master of his school, notwithstanding inconveniences.

This is at present the largest school in town, and too much interest cannot be taken by parents in its prosperity, as with few exceptions, the scholars are not so forward or cultivated as they ought to be in view of their advantages.

#### DISTRICT No. 8. WILLIAM A. FLINT, Prudential Committee.

Fannie A. McPherson, of Bedford, was the teacher in this district, the schooling of the year being included in one term of fifteen weeks commencing Nov. 1st. This school has been diminishing in number from year to year till it now consists of only eight different scholars. There has been no indifference to it however, small as it is, either on the part of the good people of the district or of the teacher engaged; and it has required as high literary qualifications to conduct this school as any in town. Greenleaf's Common School Arithmetic has been completed by three scholars, and an examination, protracted because it was evidently entertaining to the visitors present, showed perfect familiarity with this study; also by one of these, the National Arithmetic has been finished within a few pages, also by the same, Well's Natural Philosophy has been well mastered, and, by another, Algebra, Grammar and Geography have received thorough attention, also reading and spelling, and improvement was equally manifest in the smallest scholar. So far as advance and thoroughness in the higher studies are concerned, the examination of this school ranks certainly below no other, and the teacher must have been as industrious with these few scholars, as others may have been with larger numbers. Of order, there is no necessity of speaking, for where much has been accomplish-



ed, there is no time for misbehavior. Still, the school might not have accomplished what it did, had there been a want of command.

DISTRICT No. 9. ISAIAH HERRICK, Prudential Committee.

Nancie C. Ingalls, of Merrimack, the teacher during both Summer and Winter terms, was also the teacher of the same during the year previous. The absence of advanced scholars is a feature of this school, and consequently, the teacher is occupied with young minds, in the instruction of which the same success was observable, as was noticed the preceeding year, the classes showing much life and ambition in mastering their studies and readiness in answering. In good behavior, the school seems not to be surpassed by any other. It is a matter of regret that the Registers for a few terms past, show so few visitors, who might be witnesses themselves of these interesting facts.

Till the present season, it has not been customary, in this district, to have the second term in the dead of Winter. In one respect, at least, this is favorable; there will be more study at home, when the evenings are long, and the family sitting-room is made cheerful by the comfortable fire and the bright light upon the center table, than when there are short or no evenings. Few children do much at study after school in summer. But, if the second term is to be held hereafter in the Winter, as it was this year, the house should be repaired. It is totally unfit for the cold days of Winter.

DISTRICT No. 10. NATHAN PARKER, of Merrimack, and  
WILLIAM CADY, of Bedford, Prudential Committee.

Lizzie S. Hartshorn, of Amherst, teacher of the Summer term. The impressions produced by this school were favorable in every particular. Good order and an efficient manner of teaching with her scholars were noticed at the commencement; and at the close, though necessarily visited in the forenoon, instead of the afternoon—the time set for the examination, yet all were found in excellent trim and the house neat and beautifully decorated,—scholars decorous, still, studious, making the school creditable to the district. It has always heretofore been respectful, and this term, it maintains its former character. The teacher, at ease in the duties of the school-room, had evidently led her pupils pleasantly along in their studies.

Mrs. Eliza Ann Stevens, of Bedford, teacher of the Winter term, has bestowed her useful labors in this school a number of terms before, and her presence may be regarded as a sure guaranty of good influence and success. At the commencement, the children were industriously engaged in their respective pursuits under the kind, attentive and ready guidance of the teacher. Failing to receive notice of the close of the term, I learn from those interested, that the results were entirely satisfactory. In uniformly good order, behavior, progress and general neatness, we have no school more what it ought to be than this, and though not sufficiently acquainted with the inhabitants of the district to affirm

it, we yet infer good family influences somewhere operating to make its condition thus favorable.

DISTRICT No. 11. JOSHUA BOWERS, Prudential Committee.

Cephila B. Porter, of Nashua, was the teacher of the Summer term. Talented, well qualified, active and interested, her term passed smoothly on, till about the middle, when it was interrupted by an opposition from one single source alone, and that outside of the school and seeming to be altogether personal, and for which there never appeared to be any cause or even occasion, and pronounced by substantial persons simply unaccountable,—unless the hidden cause might be jealousy of the teacher's position and a determination to displace her. Affecting nobody however but themselves, it led only to the withdrawal of a large family of good little scholars, constituting nearly half the school. The teacher proceeded on with the remainder, taking the position of a Rev. Dr. T. of the city of Portland, who was called on by one of his deacons and solemnly told that Rev. Mr. D., a new broom, was drawing away his hearers Sabbath evenings. "Well," said the Doctor, "when they all go, I will go." After this depletion, the school continued on in its even way till its regular close. The examination found the children ready in the studies pursued and the progress good. The house which, at the commencement of the term, was in a very dirty condition, had received thorough attention.

Isabel E. Stiles, of Nashua, was teacher of the Winter term. Every thing coming to order again, and wandering bodies returning to their usual orbits of their own accord, to the praise of all be it said, this teacher commenced the term with a full school. The teacher was of such qualifications and accomplishments as to maintain the harmony with which the school began, and it is pleasant to record a term of mutual good feeling, interest and improvement. All the progress was made that might be expected under good regulations, and some small children here recite understandingly in primary studies, who are of an age not usually found out of simple readings in other schools. Attentive and respectful, the examination closed with credit to all. "Straws show the way of the wind," I thought, when a bright little girl came and said—"I hope Miss Stiles will keep the school next term."

It is understood that the board of the entire Winter term was given by William Eayrs, Esq., thus prolonging the school many weeks;—an example worthy of the consideration of people of means in other districts. The house is in good repair except the flue which has always been troublesome, the teacher sometimes dismissing school on account of the smoke—this demands thorough overhauling. The house was shingled by order of the Selectmen in season for the Summer school, for which it would not have been fit, had it not been for these prompt repairs.

DISTRICT No. 12. THOMAS M. KING, Prudential Committee.

Mrs. Nancy S. Woods, the teacher of this school for both terms of

the present, was also teacher for the last term of the previous year. The same good behavior and application to study were secured by the teacher as formerly, and good success attended her labors during both terms. When we speak of labors, we mean all we say, for no pains are spared and no action omitted, having thought that some force might be reserved at times, with equal effect, as in the force and quantity of voice used in questioning classes, though every one in his own way, is a maxim we must allow its full run, especially since driving is oftener what is more needed than curbing. There is here much ambition and energy displayed by all in preparing for examination, and, in connection with this, I may add, quite an exhibition, which, consisting of school dialogues and declamations well selected, and original compositions, adds much to the interest of the occasion. The large attendance of residents at the close of both terms the past year, numbering from twenty to thirty, is another pleasing circumstance, inciting the lads and misses to appear well, which is invariably the case.

The school closing September 18th, for the year, what was most to be regretted, was as much as thirty weeks vacation before these active children should meet in the school-room again.

---

Your attention is now invited to statements, showing the loss of time in the several Districts ;—an evil of such magnitude, that—“to be hated, it needs only to be seen.” Each term of each District is accredited with its just amount, which is reduced to its percentage of loss that this may more easily be seen in its proportion with the whole time which might have been improved. Though you are treated to dry statistics, yet “facts are stubborn things” and are profitable.

District No. 1. 1st term, lost 27 days or 6 per cent. ; 2d term, lost 220 days or 28 per cent.

District No. 2. 1st term, lost 99 days or 16 per cent. ; 2d term, lost 198 days or 18 per cent.

District No. 3. 1st term, lost 49 days or 4 per cent. ; 2d term, lost 247 days or 17 per cent. ; 3d term, lost 297 days or 10 per cent.

District No. 4. 1st term, lost 199 days or 11 per cent. ; 2d term, lost 132 days or 10 per cent. ; 3d term, lost 110 days or 9 per cent.

District No. 5. 1st term, lost 192 days or 29 per cent. ; 2d term, lost 120 days or 17 per cent.

District No. 6. 1st term, lost 385 days or 33 per cent. ; 2d term, lost 500 days or 28 per cent.

District No. 7. 1st term, lost 220 days or 16 per cent. ; 2d term, lost 220 or 14 per cent.

District No. 8. One term, lost 165 days or 25 per cent.

District No. 9. 1st term, lost 278 days or 21 per cent. ; 2d term, lost 346 days or 25 per cent.

District No. 10. 1st term, lost 176 days, or 14 per cent. ; 2d term, lost 198 days or 21 per cent.

District No. 11. 1st term, lost 275 days or 30 per cent. ; 2d term, lost 217 days or 21 per cent.



District No. 12. 1st term, lost 55 days or 6 per cent. ; 2d term, lost 250 days or 28 per cent.

Accordingly, five thousand one hundred seventy-five days have been lost, which, reckoning five and a half days to the week, make eighteen years and twenty-seven days, and this would be, reckoning the scholars by the largest term of attendance in each district, twenty-one and a half days to each scholar, or four weeks of school time within one half day. Or, view it in another way, if all the different scholars had attended school every day there would have been twenty-nine thousand eight hundred and twenty-one days of schooling, but of this seventeen and about one-third per cent. have been lost, or more than one week in six by all the different scholars in town, so that view it whichever way we will, the reckoning appears bad, especially since there is so little school time, and there is a constant complaint going forth that our schools are so short, and, more especially, considering that this time is taken out of the child's days of improvement, and that thus bled, his intellectual growth will be stunted and dwarfish.

**THE PREVAILING FAULT.** It cannot be too plainly understood that the main difficulty with our schools is in the matter of government. This is that about which those interested are the most solicitous, and teachers the most anxious ; and this is that on which the prosperity or failure of schools, almost without exception, seems to hinge. In large Villages and Cities there are regulations for the school as strict and rigid as military rules, and no parent thinks or dares to interfere with them any more than he would with the discipline of his son in a regiment, and here school government is easily secured. A majority, probably, in our districts take the same view, but there are some who have the mistaken idea that they have the liberty of interfering or of demanding privileges, when, in fact, the school house is the teacher's place of business, and no one can interfere with him any more than he can with the mechanic in his workshop or the manufacturer in his mill, restrictions upon interference being as necessary to success in the case of the one as in that of the other. It seems the wisest course for the parent to consider the school as in the teacher's hands, for it is so, whether he is willing or not ; and the wisest course for the teacher is, not to allow or think of interruption any more than he would in any other business he is bound to execute in the best possible manner. As to punishment there is a morbid sensibility prevailing, for there can be no law without its penalty, and those of the school have always been found necessary, and have been sustained by law and the good sense of the community. It is from regard to the welfare of all that the penalty is inflicted, according to the sentiment of Chief Justice Hale, of England, who in his Inaugural, said with reference to punishment, "however much he might pity the criminal he would pity his country too." There is a hesitation, it is true, in committing children to the control of another, and the teacher should be aware of the delicate responsibility he is under, but the objects of the school should be secured by him, and there is much inconsistency in interfering with a person for doing that which he is blamed for not doing.

**INTEREST IN SCHOLARS.** This is necessary, either to have the duties of instruction pleasant to the teacher or profitable to the school. Some mistake however, thinking they must cherish a real personal love for those most unlovely. Instead of this, the requisite is a genuine interest in children and is best cultivated by sober, sensible views of their condition in a state of ignorance,—their capacity for knowledge, and the advantages of possessing it. It is this sensible, sober view of what the boy is and then of what he may be by culture, that leads the most cultivated and refined in cities to take, in what are called “ragged schools,” the most lively interest. If a person cannot be moved by a view of the want of knowledge in the child before him,—of the rapid flight of the days of improvement,—of the value and the necessity of knowledge to him when very soon he will be no longer a boy, but a man,—of the disadvantages and chagrin to which he will be constantly exposed, if he shall then be ignorant of what he ought to know;—if by these considerations, he cannot be moved to a real genuine interest in children, so that to instruct them, will be a delight, and the school-room a pleasant place, he ought not to think of using up the money of a district, and, above all, the time of scholars in keeping school.

**READING.** As by this medium, access is had to all knowledge, to the rules and principles of all studies, to intelligence from papers, periodicals and books, it has been urged in the schools, that too much attention can not be given to this art, either as to the meaning of words, or style of utterance. One or two suggestions may be of use. Reading lessons should be looked over as much as any other; the meaning of words not understood should be looked out in the dictionary; lessons should not be too long, but short enough to be well studied and understood. Reading at home is invaluable as a source of improvement; here there can be more time for practice than in school; and for the parent to feel that he himself has well understood the piece read by his child, and that he was interested, is as good a test of good reading as the opinion of an elocutionist. The practice of reading at home for an hour or two in an evening is social and entertaining, and by this the intelligence of the whole family may be very much promoted. It is possible to distinguish those scholars in school who read at home.

**OUR SITUATION.** Notices of the schools show an average amount of prosperity. Teachers have been interested and devoted to their work, and, with the labors put forth, scholars might have made a satisfactory advance. But though we can speak thus encouragingly, there exists serious impediments to the best progress possible, in consequence of which our schools are not as forward as they ought to be. The quietness of our town is favorable to education if a high standard was sufficiently before the people. Children have sufficient time from the beginning to the close, to master all the studies pursued in the common school, and yet, how many retire from the school room, graduated for life, with their studies not half completed, knowing but little of Arithmetic or Geography or any other study, and who will advance probably not one step further. If it is true that there is time enough for becoming familiar with all the branches, there should be a feeling in parents

that it ought and must be done, and a watchful interest in its being accomplished; but, a very general want of this sensitiveness is a serious defect amongst us. Also, the astonishing amount of school-time lost, as exhibited in the remarks on lost time, is attributable to parents alone, for it is supposed that they control this matter and are able to remedy the evil. This seems to indicate, not only a want of interest, but a sort of recklessness, appearing as though they did not care whether their children went to school or not. These facts show that the spirit of education is not sufficiently the spirit of the heads of families, and if it be wanting in them, it can not be expected in the children.

To education, we have heretofore, in this country, looked as that which qualifies for business transactions, or that which elevates and refines by knowledge and intelligence—these are private advantages and accomplishments. It is also of public utility, and our attention is turned to it especially as the safe-guard of all our free institutions so dear to us; we look to it as the light of the history of the past enables us to discern the best course for the future; we look to it to enable us to discover quickly the sophistries and falsehoods of designing men, who play upon the credulity of the ignorant and tempt the appetites of the vicious to gain their aid. The question whether we are to “sink or swim—live or die,” is simply the question whether education and virtue, or ignorance and vice shall have the majority. Education, under pure religion, has made us what we are—a nation acknowledged to be so prosperous and powerful by the Great Powers of Europe, that it is pronounced desirable, in their opinion, that we should be divided and weakened; but by this same education and freedom the great names of Europe predict our future triumph and glory; as in the language of John Bright, “the friend of America,” “and now the country that has been vilified by half the organs of the press in England during the last three years, and was pointed out, too, as an example to be shunned by many of your statesmen, that country now in mortal strife, affords a haven and a home for multitudes flying from the burdens and the neglect of the old Governments of Europe—and when this mortal strife is over—when peace is restored, when slavery is destroyed, when the Union is cemented afresh, for I would say in the language of one of our own poets addressing his country,

‘The grave’s not dug where traitor hands shall lay,  
In fearful haste thy murdered corse away,’

then Europe and England may learn that an instructed democracy is the surest foundation of Government, and that education and freedom are the only sources of true greatness and true happiness among any people.”

Thankfully acknowledging the civility shown by all, everywhere, throughout the town, without one exception, also, the politeness of the Selectmen who have so many times tendered me this appointment. I now make my low, last bow.

Respectfully submitted,

BENJAMIN ELA,  
SUPERINTENDING SCHOOL COMMITTEE.



## STATISTICAL TABLE.

Districts.	Terms.	Length of school in weeks.	Wages of Teacher per month, including board.	Number of Scholars.	Average attendance.	Instances of tardiness.	No. not absent half a day.	No. visits by citizens.	No. visits by Prud'l Com.	No. visits by Sup'tendent.
1	{ Summer.	8	\$13 00	10	9 $\frac{5}{8}$	44		12		2
	{ Winter.	10	18 00	14	10	53		10		2
2	{ Summer.	9	11 00	11	9	38	1	8		2
	{ Winter.	12	14 20	16	13	181	1	22		2
3	{ Summer.	9	18 00	24	23	63	5	22	2	2
	{ Middle.	9	18 00	29	24	32	2	32	2	2
	{ Winter.	18	20 00	28	25	48	5	24	2	2
4	{ Summer.	11	11 00	29	25 $\frac{19}{55}$	71	8	30		2
	{ Middle.	8	12 00	30	27	36	9	40		1
	{ Winter.	10	18 00	23	21	124	6	36		2
5	{ Summer.	10	10 00	12	8 $\frac{3}{5}$	10	2	21		2
	{ Winter.	9	20 00	14	11 $\frac{1}{3}$	11	3	26		2
6	{ Summer.	10	16 00	21	14	31	1	20		2
	{ Winter.	14	17 00	23	16 $\frac{1}{2}$	137		26		2
7	{ Summer.	8	15 00	30	25	22	3	26		2
	{ Winter.	8	20 00	35	30	80	7	29	1	2
*8	{ Winter.	15	12 00	8	6	32		12	1	2
9	{ Summer.	8	16 33	30	23 $\frac{1}{2}$	31	2	11		2
	{ Winter.	9	18 00	27	20	106		6		2
10	{ Summer.	12	14 00	18	15 $\frac{1}{3}$	38	1	23		2
	{ Winter.	9	15 40	19	15	61	1	18		1
11	{ Summer.	10	11 00	16	10 $\frac{9}{10}$	23		28		3
	{ Winter.	14	12 00	14	11	122		18		2
12	{ Summer.	8	14 00	21	19 $\frac{69}{86}$	20	6	34	1	2
	{ Winter.	8	14 00	20	14 $\frac{13}{44}$	22		39		2

\* No Summer term.









New Hampshire State Library



3 4677 00330292 9